

Library Science

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ARKANSAS
LIBRARIES

AUG 10 1954



REMEMBER THESE DATES:

Arkansas Library Association, Oct. 18-19
LITTLE ROCK

Arkansas Book Fair, Oct. 25-27
LITTLE ROCK

Southwest Regional Library Association, Nov. 3-6
ALBUQUERQUE

Vol. 11, Series II

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ARKANSAS LIBRARY COMMISSION

In Co-operation With

ARKANSAS LIBRARY ASSOCIATION

Arkansas Libraries

Vol. 11, Series II

July, 1954

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"AMERICA NEGLECTS TO EDUCATE ADULT"

By Louis M. Hacker

This country up to now has lightly squandered its natural resources, its public funds, and its human talents. We have neglected scandalously a great manpower resource—the adult mind of America.

1. The adult mind is as good as the youthful mind, if not better.
2. The adult mind can apply itself successfully to formal or theoretical studies.
3. Once encouraged to do so, adults will have a powerful aid in sustaining middle and old age—in their flexible, inquisitive, critical minds. (Thus strengthened, it will not be easy for them to succumb to mass and demagogue pressures and terrors.)
4. Adults also will help mightily in building up the power of our nation, for skills acquired through formal education can be martialed at those key points where productive superiority shows.

Although rapidly becoming less so, we are still a youthful nation. Worshipping youth, we have associated opportunity, risk, and accomplishment with it. Between the ages of 18 and 21 inclusive, you study seriously; after that, you are entitled to "adult education". But it is largely recreation and discussion.

The 28 per cent of our American young people attending schools of higher learning is the largest ratio of any country in the world. Not all of those who enter college finish, of course.

Who are the 72 per cent who never even start college? They are the

young men and women who cannot afford it; or whose social and cultural background does not expect it. They want to break away from home and try their wings, or they have had a previously unfortunate schooling experience. Or they are still emotionally and intellectually immature.

The United States should offer a second chance at formal higher education to such people when they grow older and are ready for it, through the creation of special colleges for adults who are able to attend on a part-time basis. In these adult colleges they could work for undergraduate degrees as they trained their minds to become equipped as potential teachers, agricultural extension workers, chemists, psychologists, engineers, lawyers, doctors.

Let us, by the same token, stop fooling our adults and our country. Let us stop settling entirely for the "soft" program of hobbies, vocational and manual skills.

In the School of General Studies at Columbia University, classes for adults run from 8 a. m. to 11 a. m. daily, and there is no age limit. The great majority of recent graduates have taken liberal arts majors; they have come only to improve their minds. However, 68 per cent of these older men and women have gone ahead into professional and graduate schools—to strengthen the resources of America.

It's time to stop underestimating the potentialities for mental growth of our adult men and women.

¹Dr. Hacker, economic historian and professor who is Dean of Columbia University's School of General Studies, is the author of a dozen books. The foregoing is a condensation of his article which appeared on the editorial page of the *COMMERCIAL APPEAL*, Wednesday morning, May 5, 1954. This article is copyrighted by the Spadea Syndicate.

The Jury on Citation of Trustees
of the
American Library Association

Presents to

Mrs. Merlin M. Moore

Chairman, Arkansas Library Commission

the

Citation of Merit

In recognition of her valuable and constructive work in organizing and establishing county and regional libraries in the State of Arkansas; of her untiring and successful efforts to secure passage of state legislation providing increased financial support for Arkansas libraries; of her inspiring leadership in promoting public interest in libraries; and of her continuing dedication to the cause of library development.

Minneapolis, Minnesota, June 25, 1954.

Harry B. Livingston President

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THE TRUSTEE AWARD



MRS. MERLIN M. MOORE
ALA Citation Award Winner

Mrs. Merlin M. Moore of Little Rock, Arkansas, and Joseph B. Fleming of Chicago Friday (June 25) night were awarded citations of merit for outstanding contributions to library services by the American Library Association at the closing general session of its 73rd Annual Conference in Minneapolis.

Mrs. Moore, who is chairman of the Arkansas Library Commission, was praised in her citation for "her valu-

able and constructive work in organizing and establishing county and regional libraries . . . her untiring and successful efforts to secure passage of state legislation providing increased financial support for Arkansas libraries; her inspiring leadership in promoting public interest in libraries; and her continuing dedication to the cause of library development."

Mrs. Moore has been a member of the commission since 1941, serving under five governors; she helped organize the first county library in Arkansas in 1926.

Fleming, a lawyer who is president of the Chicago Public Library Board, is cited in recognition of "his distinguished achievement in successfully promoting state legislation to increase the tax levy for library purposes for Chicago; the effectiveness of his efforts to secure local civic support for the Chicago Public Library; his notable contributions to the library's growth and development; and his many years of devotion to the advancement of library service."

Fleming has been a member of the Chicago Library Board since 1934, and its chairman since 1935.

The selection for the awards was made by the ALA Jury on Citation of Trustees; chairman, Eleanor Plain, librarian, Aurora (Ill.) Public Library.

ARKANSAS BOOK FAIR

The Arkansas Book Fair will be held in Little Rock October 25, 26, and 27 in the auditorium of the Education Building of the Temple B'Nai Israel. The fair will be sponsored by the Arkansas Library Commission, the Little Rock Public Library, the North Little Rock Public Library, the Pulaski County Library and the Children's Book Council of New York. Books for the fair will be furnished by the last named agency. Arkansas is fortunate in that this is the first

time the Children's Book Council has co-sponsored a book fair out of the metropolitan areas. Programs with speeches by various authors, book quizzes, storytelling and the like, will be given three times daily. Plan now to attend. For further information write to general chairman of the Fair, Miss Freddy Schader, elementary school library consultant, Arkansas Library Commission, 506½ Center Street, Little Rock, Arkansas.

SCHOOL LIBRARIES IN JUDSONIA

By Mabel Wools¹

Can elementary and high school libraries housed in separate buildings operate successfully with one part-time librarian? This was the question facing the Judsonia public school system in August, 1952, following the tornado in March.

The librarian was scheduled to teach two classes each day which would leave five free periods to be divided between the two libraries, one of which was housed in the gymnasium.

The American Junior Red Cross had so generously given to the libraries that there was an abundance of books in both—approximately 2500 titles in high school and 1300 titles in the grade school.

The student assistant librarians were called in for a meeting; an outline of the year's work was successfully gone over, and aims and objectives were set up.

Instructional classes were held in sorting, cataloging, accessioning, card typing, correct opening of the books, stamping, lettering, shellacking spines, pasting date due slips and pockets, shelf arrangement, filing, and library service for approximately five hundred students.

This instruction was slow, but it proved to be time well spent, since all of the books given by the American Junior Red Cross were new books which had to be processed.

The library duties were set up by schedule for six of the seven periods of the day. One period both libraries were closed because everyone in the system, including the librarian, was in class.

The work progressed slowly but steadily. The first important step was to place books on the shelves for use. This was done by cataloging and making information slips for each book, accessioning, pasting book pock-

ets and date due slips, lettering spines and shellacking books. The information slips were filed, and after several hundred books were on the shelves, cards were typed and filed in the card catalog. Wilson cards were used when possible for the high school books.

At mid-term the two libraries were combined in the grade school building, since basketball season was open and the new high school library was not completed for use.

August, 1953, found the new building completed and the two libraries again separated. The same schedule was again set up for the seven periods of the day.

There was a corps of trained student assistants from the previous year who were happy to be back in service. These were a great help in training new ones, thus permitting the work to get under way much quicker than the year before.

To date, 1,009 new books have been processed in the grade school library and 1,390 in the high school library. A vertical file has been set up, with additional material filed as it is received.

A picture file for the grade school library has been started. Much enthusiasm is evidenced not only by the students in their cutting and mounting of the pictures but also by parents who are helping to find suitable pictures for the file.

It cannot be said that the Judsonia school libraries have no problems. There are still many problems. But with the cooperation of an interested staff and student body, the problems become learning experiences through which even mistakes are profitable.

The library club was formed to create interest in the work. Oftentimes club members later ask to be placed on the waiting list for work.

¹Mrs. Wools is librarian for Judsonia's elementary school and high school.

Christmas of '53 found the library club members making scrapbooks, picture books, collecting gifts and planning a program for the crippled children at Jacksonville, Arkansas. This created so much interest that other groups asked to be permitted to help in serving refreshments and in arranging the program.

To help stimulate pride and interest in library work, the school gives an award to the outstanding student

assistants in high school as well as grade school each year. Fern Young and Janice Robbins, both seniors, received the high school and grade school awards respectively for 1953-54.

The waiting list for student assistants for the coming year is growing with much anticipation.

Problems? Yes, but they are well worth the effort in solving.

WHICH WAY SHOULD WE TURN?

By Chase Dane¹

Now that the American Library Association, with the aid of the Fund for Adult Education, has just completed a survey of adult education activities in the library may be the best time to assess the objectives of the public library in terms of adult education. What goal is the library striving to attain through its adult education program and have the best possible means been chosen for reaching that goal? This is not an idle question but one that is basic to librarianship; and now that, with the recently completed survey of adult education activities in the library, we have reached a kind of turning point, it is a question which assumes greater importance than ever before.

Should we expand our adult education program and devote more and more of our staff time and financial resources to the accomplishment of this objective? Or should we limit our efforts in this direction and turn them instead to the more conventional objectives of library service: the provision of books and reference service, the organization and classification of printed materials, the selection and preservation of books and periodicals? We have reached a point beyond which there may be no return, and it is therefore extremely impor-

tant for us to decide now whether we are going to go backward or forward; whether we are going to contract or expand our adult education program.

In order to reach the wisest possible decision, it is necessary to consider carefully the reasons which have frequently been given why the public library should engage in adult education work and why it should not engage in such work. Whenever these two conflicting points of view meet, there is seldom any disagreement about the value or importance of adult education itself. In a democratic society the necessity of a well-informed electorate is axiomatic. Without a well-educated citizenry capable of distinguishing between good and bad policies, as well as between good and bad candidates, democracy cannot survive. So there is seldom, even between the most irreconcilable enthusiasts, any controversy about the need for adult education in the United States.

However, while there is unanimous agreement about the ultimate goal, there is not by any means unanimous agreement about the best means to be used in attaining that goal. It is here that the controversy begins. Essentially this disagreement over the means to be employed resolves

¹Assistant to the Chief of the Publishing Division of the American Library Association.

itself into a discussion of whether the library should be an agent or an agency in achieving adult education.

If the library is to be an agent in promoting adult education, it will conduct classes, it will organize forums, it will hold meetings, and it will arrange discussion groups. In short, as an agent the library will become the leader in a nation-wide adult education program.

If, on the other hand, the library is to be an agency it will play a less active, but by no means less important, part in adult education. As an agency for adult education the public library will not conduct classes, but it will instead provide the books to be used by such classes; it will not organize forums, but it will instead assemble the materials necessary for the successful planning and organization of forums. It will not arrange discussion groups, but it will instead make available the books and pamphlets and periodicals required by such groups. Thus as an agency the library's main duty will be the provision of materials; as an agent its chief duty will be the instruction in the use of these materials and in the acquisition of the information contained in them.

From this it can readily be seen that there is a wide gulf between these opposing points of view. As an agent the library will become a school, for adults, as well as a library; as an agency it will leave instruction to other institutions and it will concentrate on the provision of materials to be used by them.

There are, of course, persuasive reasons for adopting either point of view. And before we can decide which way we should go we must study all of these reasons carefully. For only through a thorough examination of them can we hope to arrive at the wisest possible decision. Obviously, it is not possible here to consider all of the reasons which have been advanced by the adherents of each side, but it is possible to point out a few of the most important.

There is, in support of the library as an agent, the theory of the vacuum. According to this theory the library should do what needs to be done when no other institution is willing to do it. In the past, for example, the Publishing Department of the American Library Association has made use of this theory. When a tool did not exist which the profession needed, the Association undertook to publish it. Oftentimes this tool later proved to be successful and was taken over by a commercial publisher who could be assured of a profit. In many cases it is undoubtedly true that if the Association had not first shown the feasibility of the venture, no one else would have been willing to initiate it. On the basis of this experience it can be argued that when a vacuum exists which needs to be filled the profession should fill it, until someone else consents to do the job.

This same reasoning and this same argument apply now in the field of adult education. There is definitely a need for such education. No other institution seems willing to undertake it. Therefore, *quod erat demonstrandum*, the library should do it.

Further justification for the library as an agent of adult education has been provided by citing the heritage of the American public library. Throughout its long history the library has always been closely associated with the objective of adult education. The first libraries in the United States were founded for educational rather than recreational purposes. This is the point of view Carlyle so colorfully expressed when he remarked that the best university is a collection of books. Alvin Johnson much later adopted this same point of view when he wrote his report on the adult educational work of the public library: *The Public Library: The People's University*. It was for this same reason that Franklin founded his Philadelphia library company and that Carnegie donated so many millions for the construction of

new library buildings. So today when the library embarks upon an expanded program for adult education it is only carrying on a tradition which has become an integral part of library service.

Still another reason which has been given why the public library should be an agent for adult education is that adults learn better through discussion groups and by means of non-accredited courses. Here the argument is that if adults could not continue their education in the library they would have to do so in some other institution, probably the school, either night school or college or university. But most adults do not want the formal education offered by the school, and hence their only other recourse is the public library. Although this reason may at first appear plausible, it is probably the weakest of the three which have been advanced so far, for reasons which will be noted below.

There are equally sound reasons for claiming that the library should be an agency and not an agent; for believing that it should provide the materials for adult education classes, but that it should not attempt to conduct such classes. The most important of these is the fact that when the library becomes an agent it goes outside its own specialized and proven field, and that when it limits itself to the provision of adult education materials it stays within its province, wherein it is expert.

Those who take this attitude point out that the library does not have the technical know-how to be a successful agent. It does not have a properly trained staff! it does not have a wide background of pedagogical experience; and it does not have adequate teaching facilities. It should therefore leave the teaching of adults to the schools, which have already developed a large body of knowledge about instructional methods, educational psychology, and training de-

vices. Thus the library should not attempt to do what another institution—the night school, the university extension, the correspondence school, etc., can already do so well. Instead, it should confine its efforts to collecting and arranging and providing the materials required by adult students in classes or forums or discussion groups conducted outside the library.

This point of view was forcefully stated by Wilbur Schram at the University of Chicago "Forum on the Public Library Inquiry" in 1950. In commenting on Berelson's *The Library's Public* at that time he said: "Before setting up a series of forums in the library, I should see whether I have been of as much help as possible to existing forums and discussion groups". And this is precisely the feeling of many librarians who believe that the library should do what it can do best (provide books and pamphlets and films, etc.) and that the school should do what it can do best (teach).

These, then, are the two choices which face librarians today. Should the library be an agent or should it be an agency for adult education? Should the library do adult education work or should it only supply the materials needed for that work? They are important questions, and a great deal depends on how we answer them. If we decide that the library is to be an agent, we will need to learn a great deal about educational psychology; we will have to reappraise many library objectives which now conflict with this goal. If we decide that the library is to be an agency, we will need to learn how we can increase our cooperation with other educational institutions.

Whatever decision we make should not be made hastily. Because so much does depend on this decision, it should be made with extreme care—it should be studied thoughtfully and weighed fully. It is a decision which deserves our closest attention.

BOOK FAIR AT TECH

By Lena Rexinger¹

The library at Arkansas Polytechnic College was the setting for the first Book Fair to be held on that campus, March 29-April 3. The Fair was sponsored by the Children's Literature Class.

On Wednesday of that week Miss Charlie May Simon, Arkansas' most beloved and widely read author of children's books, talked to a group of more than 200 children and adults assembled in the Little Theater. The children were representatives of 5th and 6th grade groups from schools in the surrounding area. Miss Simon spoke delightfully of her recent trip to Africa and told of several incidents which will appear in her writings in the future. Following the talk there was an autograph party in the library. Many children and adults who

were not privileged to hear the talk came at this later time to meet Miss Simon and to have the pleasure of watching her autograph books which were on sale then.

On Friday the teachers of five counties were on the campus attending the Day District Meeting. Many of them took the opportunity to see recent publications which were on display. Mrs. Karl Neal and Miss Freddy Schader, Arkansas Library Commission, Little Rock, spent the day helping teachers with their choices.

The students felt that the Fair brought pleasure to many people and created an awareness of books which had not been felt in the same degree at previous times. This was their measure of its success.

¹Miss Rexinger is associate professor of elementary education at the Arkansas Polytechnic College, Russellville.

DID YOU KNOW—

That Arkansas was the **only** state represented at the 1954 ALA conference in Minneapolis by a delegation of librarians and library trustees who made the trip and returned to their home state by **chartered bus**?

"WHAT SHALL WE SAY THEN——?"



MISS CONSTANCE MITCHELL
Retiring ASTC librarian

How does one adjust to living without familiar institutions? People are the most wonderful institutions on earth, especially when they have loved and labored in the same spot for many years.

I find myself wondering how it's going to seem to the folks up at Arkansas State Teachers College next fall not to have Constance Mitchell on hand every day. Not that someone else could not administer the library just as efficiently—yes, or even teach those English classes—that isn't it at all.

The thing is, because Miss Mitchell has been part—a big part—of ASTC since its childhood (1919) it will be hard for me, and for thousands of the college alumni whose lives she has touched, to imagine the alma mater without her.

Finishing up her 34 years of service as college teacher and librarian, she has continued to exert toward students in the library and outside of it that vitalizing force of encouragement

and inspiration which is so peculiarly hers.

A profound religious faith, an unfaltering interest in people, a great love for literature—these are to her, perhaps, the most important things in life.

Constance Mines Mitchell began life in Radford, Virginia, on August 10, 1888. The only child of James and Gertrude Mitchell, she later moved with her parents to Bloomington, Illinois, where she graduated from high school. She earned her B. A. degree from Illinois Wesleyan University, Bloomington. Her first year of teaching was "a total flop", Miss Mitchell confesses. She was teaching the eighth grade in Atlanta, Illinois, but things went wrong and she was not elected to that position again the following year. "It took me a year to learn how to teach. After that job I got along fine."

Her next teaching position was in Saybrook, Illinois, where she taught high school English and Latin. During her fourth year at Saybrook High she was principal of the school.

Four years in the high school at Chicago Heights, Illinois, as teacher of Latin and English, preceded the move with her family to Arkansas, for the benefit of her father's health.

After a year of English teaching at Little Rock High School, she accepted the invitation of Dr. B. W. Torreyson, president of Arkansas State Teachers College, Conway, to join his faculty as an English teacher. Having first opened its doors in 1908 as the State Normal School, only training center for Arkansas teachers except the state University at Fayetteville, and still a tiny institution, the school was "much smaller than the finest high school in the state". The decision to move required a long time in the making; once made, Miss Mitchell has never regretted it.

In 1926 she made a tour abroad with Dr. Ada Jane Harvey, intimate friend and home companion whom she had met in Little Rock. (Miss Mitchell's recommendation had brought her to ASTC, too.) The two of them had memorable visits to all the capitals of Europe, and then while Miss Harvey studied at the Sorbonne in Paris, our Constance took on a summer course in—what do you think?—Elizabethan literature at Oxford University.

Which undoubtedly explains her ability to imbue those time-tested representatives always found in literature ("ho-hum!") textbooks with qualities of sure-fire interest and an unmistakable zest for living.

Miss Mitchell has had sufficient leaves from her post of duty through the years to acquire her masters degree at George Peabody, and her B. S. in L. S. degree from the University of Illinois in the 1930's. She has done additional extension work from the University of Chicago, and has had a summer's work both at Columbia University and the University of Colorado.

Active in her own church (First Presbyterian Church of Conway) for many years, she has been vitally interested in religious affairs at the college. She helped to promote the establishment of "Religious Emphasis Week", observed annually since 1925. During 1940 and 1941 she sponsored the college YWCA.

It was in the fall of 1941 that Miss Mitchell was fearfully lent to the State Library Commission with an earnest hope for her safe return. Accomplishing her duties in Little Rock with dispatch during the week, she drove back to Conway on weekends to be with her mother and Miss Harvey.

At one of those convivial occasions known as the "annual English dinner"—this one in Miss Mitchell's home—was the only time I ever saw

the mother, a sturdy, brown-haired woman with a calm, kind face. Looking back, it is good to be able to remember her now, since Miss Mitchell—in the company of greats and near-greats—drew from her mother her inspiration and her philosophy of life. "Don't be disturbed by trifles; and remember that people—all people—are worthwhile."

At various times throughout her years at ASTC Constance Mitchell has been a part of almost every type of activity on the campus. She sponsored recreational and health-promoting activities among the college coeds years before a Physical Education department was organized. She has devoted her indefatigable energies to helping students become well-rounded personalities. Nothing has been more pleasant or more rewarding than to watch the sure signs of growth in situations where she has cultivated well and tended patiently. Friendships have taken root in this deep, rich soil to last a life span.

She is proud of the ASTC summer book-reviewing sessions. Book reviews are given on Wednesday nights during both summer terms. Prominent Conway people are invited to be guest reviewers. These gatherings have attained the stature of a college institution, and are attended by as many as fifty to two hundred people.

Miss Mitchell is well known in Arkansas for her enthusiastic interest in poetry, particularly modern poetry. She has talked to many organizations in the state on American Negro poetry and on various trends in the English and American poetry of our time. She is interested in Arkansas writers. She is expert at contract bridge and canasta and its relatives, samba and Boliva.

A good long vacation in her summer home near Roanoke, Virginia, is first on her busy schedule after her summer work is completed. When she returns to Conway in "beautiful, blue October", she intends to try her

luck with a few flowers at home and a few feature articles for the local paper. Her first big undertaking will be to write a full history of the First Presbyterian Church in Conway, based on church records from its beginnings until the present time. And after that—?

Have no fear but that Miss Mitchell has and will continue to have plans

for "loads of interesting things I have wanted to do" which she has never found time to do. And never doubt but that her door will always be "on the latch" to librarians, to ASTC students and former students, and—well, just to **people** in general.

LaNell Compton
Cataloger,
Arkansas Library Commission

BOOK FAIR AT MELBOURNE HIGH

By Anne S. Jackson¹

The week April 12 through 16 was a busy week at the Melbourne High School. The Melbourne Parent-Teachers Association with the cooperation of Superintendent Perryman and the librarian, Mrs. Nola Moody, sponsored a book fair that would be a credit to any community.

The theme "The Wonderful World of Books", was effectively carried out in the classrooms as well as in the library, where the exhibits were arranged under appropriate headings. Some of the exhibits were labeled as follows: "The World of Wonder"—with science fiction; "The Adult World"; "The Teen-Age World"; "The World of Sports"; "The World of Hobbies"; "The Children's World". The Library Club was in charge of arrangement of the exhibits. Members of the high school typing classes typed invitations to the book fair. The oak bookends given with the purchase of each book were made by the shop class in manual arts. The cooperation of the P.T.A., the faculty and students made this an outstanding book fair.

Book exhibits were furnished by the Arkansas Library Commission, the Independence-Cleburne Regional Library, Carl J. Leibel Company,

Houghton-Mifflin Company, and the Baptist Book Store, Little Rock.

A goodly number of books were bought by individuals; but even more books were purchased and donated to the school library.

On Friday evening the Fair was climaxed by a program and tour of the buildings. Mrs. J. M. Jeffries, teacher-librarian of the Calico Rock schools, talked on "The Wonderful World of Books"; Mr. J. H. Wasson of the State Department of Education and Mrs. Anne Jackson, high school library consultant, Arkansas Library Commission, commented on books and library service in the school and in the home. Superintendent Perryman presented prizes to the winners of the contest in character illustrations held in the school on Tuesday. The winners appeared in the costume of the characters they had chosen to impersonate.

The program was followed by a social hour during which guests were served refreshments from an attractively decorated table.

Melbourne's first book fair was considered such a pleasant affair and so profitable to the school and to the community that another fair is indicated for next year.

¹Mrs. Jackson is the Commission's consultant for public and high school libraries.

AUTHORS AND COMPOSERS COLLECTION

With the consent of the board of trustees of the Arkansas Library Commission, the books and pamphlets, the archives, the manuscripts and other source materials belonging to the Authors and Composers Society of Arkansas have been placed on deposit with the Arkansas Library Commission. The collection is of considerable reference value to researchers and writers and others interested in biographical material on Arkansas writers and musicians, and representative samples of their work. Sketches of various Arkansans of note are included in scrapbooks full of newspaper anecdotes and interesting sidelights of information on Little Rock, Fort Smith and other cities, and on Pulaski, Sebastian and other counties. This is information which

is perhaps not readily available elsewhere.

The Arkansas Library Commission invites the people of Arkansas to come to the Commission headquarters library, 506½ Center Street, Little Rock, and examine the Arkansas reference collection which is a part of the library's general book resources. A considerable number of biographical and historical books of earlier date are available to all who need and want to use them. Current informational materials and books by current Arkansas writers are being added to the collection.

The Arkansas reference materials are here for your use. We hope that you will visit the Arkansas Library Commission and do a little browsing.

NEW EXAMINATIONS ANNOUNCED BY CIVIL SERVICE COMMISSION

The United States Civil Service has announced two new examinations for filling library positions in various Federal agencies in Washington, D. C., and vicinity. One is for Librarian paying \$4,205 to \$7,040 a year, and the other for Library Assistant paying \$2,950 to \$3,410 a year.

Written tests are required. Applicants must have had appropriate ed-

ucation or experience, plus additional pertinent professional experience for the Librarian positions.

Further information and application forms may be secured at many post offices throughout the country, or from the U. S. Civil Service Commission, Washington, D. C. Applications will be accepted by the Commission until further notice.



NEWS NOTES

THE OZARKS REGIONAL LIBRARY has begun a new service to readers in the rural areas. Book deposits have been set up in Knospi's store in Lutherville, and in the home of Mrs. Leonard Patterson at Cole's Chapel, in Franklin county at Green's store, in Warren's store in Ozone, and at the post office and in Marcum's store at Cass.

The books can be checked out in a "help-yourself" arrangement. The patron taking the book signs his or her name and leaves the card in the box placed there. Upon returning the book, the patron checks the book in, and inserts the card in the book pocket in the back of the book. Mrs. Jack Edens, librarian, plans to extend this "Bookateria" service to other rural areas.

IN RESPONSE TO AN OFFER OF ADVISORY LIBRARY SERVICE sent to directors of state institutions and training schools, the Arkansas Library Commission received the invitation to visit six institutions. In April, Commission staff consultants and Miss Pearl Williamson, board member, visited the state hospitals in Little Rock and Benton; the State Hospital for Nervous Diseases, the School for the Blind and the School for the Deaf, all in Little Rock; McRae Memorial Sanatorium, Collegeville; and the Boys Industrial School, Pine Bluff. In Benton, Mrs. Anne Jackson and Miss Williamson were accompanied by Mrs. Ella Daugherty, city librarian. In Pine Bluff they were accompanied by Mrs. Earle Spencer and Mrs. Janie Winkelman, from the Pine Bluff and Jefferson County Library. This library will give regular service to the boys of the school through its bookmobile. In June, Mrs. Karl Neal, state librarian, visited the library at the State Sanatorium. Mrs. Ethel Hale Cox is librarian.

OPEN HOUSE for the Arkansas Congress of Parents and Teachers in annual convention in Little Rock was held Monday afternoon, April 26, at the Commission office. Honor guests were Mrs. J. R. Sink, president of the organization, and Miss Pearl Williamson, Commission board member recently reappointed on recommendation of the Congress.

MRS. W. F. YOST has resumed the position of reference librarian with the Arkansas Library Commission following the resignation of Mrs. William E. Shaffer, April 1.

OBITUARY

Mrs. Nora Miller, mother of Miss Blanche Miller, reference librarian, Little Rock Public Library, died January 5.

Lt. Charles Howard Griffith, Jr., son of Mrs. Mary Beth Griffith, librarian, Cleburne-Independence Regional Library, Batesville, was killed in a plane crash in Korea, April 6.

Mrs. Clara Schader, mother of Miss Freddy Schader, elementary school libraries consultant at the Arkansas Library Commission, died April 28.

The Commission had AN EXHIBIT OF RECREATION MATERIALS at the state recreation workshop held near Little Rock during the third week of May.

MISS ISABEL CHRISTIE, order clerk at the Commission, has been granted an extended leave of absence on account of illness. Her address in Little Rock is 6720 Kenwood Road. MISS PATTY SIMPSON is order